DOCUMENT RESUME

ED 313 859 EC 221 726

AUTHOR Schriner, Kay Fletcher; Roessler, Richard T.
TITLE Occupational Choice Strategy: A Small Group Vocational Counseling Program. Participant's Workbook.
INSTITUTION Arkansas Univ., Fayetteville. Research and Training Center in Vocational Rehabilitation.
SPONS AGENCY National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE 88
GRANT G0083C0010
NOTE 67p.; For trainer's guide, see EC 221 725.
AVAILABLE FROM Arkansas Research and Training Center in Vocational Rehabilitation, University of Arkansas, P.O. Box 1358, Hot Springs, AR 71902 ($7.50; companion tape/slide presentation $30.00; companion diskette $10.00; trainer's guide $10.00).
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Adults; *Career Choice; Computer Oriented Programs; Decision Making; *Disabilities; Group Discussion; *Self Evaluation (Individuals); *Severe Disabilities; Social Support Groups; *Vocational Evaluation; Vocational Interests; *Vocational Rehabilitation; Workbooks

ABSTRACT

The student workbook is part of the Occupational Choice Strategy (OCS) small group vocational counseling program. OCS incorporates: (1) concise occupational information easily accessed by the participants, (2) assessment methods that clarify a client's self-picture and vocational potential, (3) opportunities to practice decision-making and problem-solving skills, (4) supportive peers and counselors, (5) a cognitive model to organize self-knowledge and occupational information, and (6) activities to enhance participants' abilities to envision themselves in various work roles (based on Glasser's Reality Therapy and Control Theory techniques). The entire program consists of a trainer's guide, a participant's workbook, tape/slide presentations, and an occupational report diskette which transforms aptitude and interest scores into a list of occupations appropriate for that individual. The 26 lessons are grouped into four units: Understanding OCS, Understanding Myself, Knowing the World of Work, and Making a Vocational Choice and Plan. An appendix provides a sample case of the application of the OCS program to a physically disabled young adult. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED318859

Arkansas Research & Training Center in Vocational Rehabilitation University of Arkansas, Fayetteville Arkansas Rehabilitation Services

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EC 221726

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D Means

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Published By

**Arkansas Research & Training Center
in Vocational Rehabilitation**

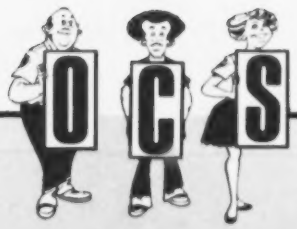
Design & Production

Media Materials Development & Dissemination Unit

The contents of this training package were developed under a research and training center grant (G0083C0010) from the National Institute on Disability and Rehabilitation Research, Office of Special Education and Rehabilitative Services; Department of Education, Washington, D.C. 20202. However, these contents do not necessarily represent the policy of that agency, and you should not assume endorsement by the Federal Government.

All programs administered by and services provided by the Arkansas Research and Training Center in Vocational Rehabilitation are rendered on a nondiscriminatory basis without regard to sex, handicap, race, creed, color, or national origin in compliance with the Rehabilitation Act of 1973 and Title VI of the Civil Rights Act of 1964. All applicants for program participation and/or services have a right to file complaints and to appeal according to regulations governing this principle.

Participant's Workbook



OCCUPATIONAL CHOICE STRATEGY

A Small Group Vocational Counseling Program

Kay Fletcher Schriner • Richard T. Roessler

1988

Arkansas Research & Training Center in Vocational Rehabilitation
University of Arkansas, Fayetteville
Arkansas Rehabilitation Services

TABLE OF CONTENTS

Page

Welcome to the Occupational Choice Strategy v

UNDERSTANDING OCS **1**

1. What is OCS? 3
2. Breaking the Ice 4
3. Should I Be Here? 5
4. Work Models 6
5. Review 7
6. Road Map 8
7. What Makes a Good Decision? 9

UNDERSTANDING MYSELF **11**

8. Getting My Job Pictures in Focus 13
9. Knowing Myself 14
10. Personal Needs Assessment 15
11. Discovering Capacities 17
12. A Look at Interests 19
13. What are My Aptitudes? 21
14. Review 23

KNOWING THE WORLD OF WORK **25**

15. Knowing the World of Work 27
16. Making Preliminary Vocational Choices 28
17. Learning About Possible Occupations 29
18. Describing My Preliminary Occupational Choices 30
19. Examining My Occupational Outlook 31

MAKING A VOCATIONAL CHOICE AND PLAN **33**

20. Making a Vocational Choice and Plan 35
21. Occupational Balance Sheet 36
22. Identifying How I Feel About My Goals 37
23. Identifying Obstacles 38
24. Brainstorming 39
25. Reevaluating 40
26. Making Plans 41
27. Committing Myself 42

Appendix A 43

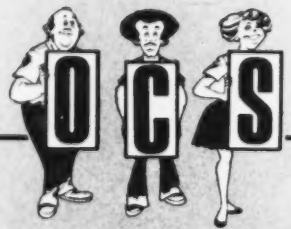
Welcome to the Occupational Choice Strategy

You are ready to consider your work future. Just like everyone else, you want to select a job that fits you. You want to be happy in your work and you want your employer to be happy with you as a worker. It is not always easy to find that kind of job. That is why the Occupational Choice Strategy (OCS) was developed.

During OCS you will get to know a group of people who are trying to make a job choice, too. Together you will study and discuss many important topics, for example:

1. What are my job images?
2. What needs should work meet for me?
3. What are my personal strengths and limitations?
4. How do my aptitudes and interests relate to different kinds of jobs?
5. What are some good job choices for me?
6. What type of plan do I need to achieve these choices?

Work hard during OCS. Your efforts now will pay big benefits later. Good luck and happy job finding!



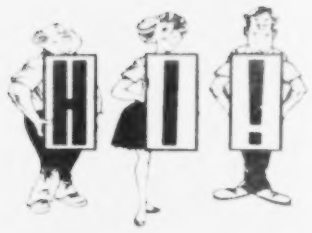
Understanding OCS

LESSON 1 What Is OCS?

Objective: To learn more about OCS.

LESSON 2 Breaking the Ice

Objective: To meet the OCS leader and group members.



LESSON 3 Should I Be Here?

Objective: To take a close look at OCS to decide if I need the training.

Should I Be Here?

I know exactly what kind of work I want to do.

↓

I know what my needs are as they relate to work.

↓

I know what my strengths and limitations are.

↓

I know my most important interests.

↓

I know my abilities and aptitudes.

↓

I know all about the world of work.

↓

I know what I (and others) will gain and lose if I choose a specific occupation.

↓

I know what the obstacles are, and I have decided on ways to overcome them.

↓

I have made a plan to achieve my vocational goal.

↓

NO

I am not exactly sure of the kind of work I want to do.

↓

I can learn more about how my needs relate to work.

↓

I can learn more about my strengths and abilities.

↓

I would like to know more about my interests.

↓

I would like to learn more about my aptitudes.

↓

I can learn more about the work world.

↓

I would like to learn what I (and others) would gain and lose if I chose a specific occupation.

↓

I need a vocational plan to help me achieve my goal.

↓

YES

LESSON 4 Work Models

Objective: To understand how I can make better vocational choices and gain more control over my life.

LESSON 5 Review

Objective: To review the reasons I am here and to set some personal goals.

When I have finished this vocational exploration training, I will be able to:

_____

_____

_____

_____

and

_____

_____

_____

_____

LESSON 6 Road Map

Objective: To understand the process of making an occupational choice.

Develop several job pictures.

Understand my interests, needs, capacities, and aptitudes.

Focus on possible choices.

Learn about the world of work.

Narrow my choices.

Explore my choices.

Make plans to meet specific vocational goals.

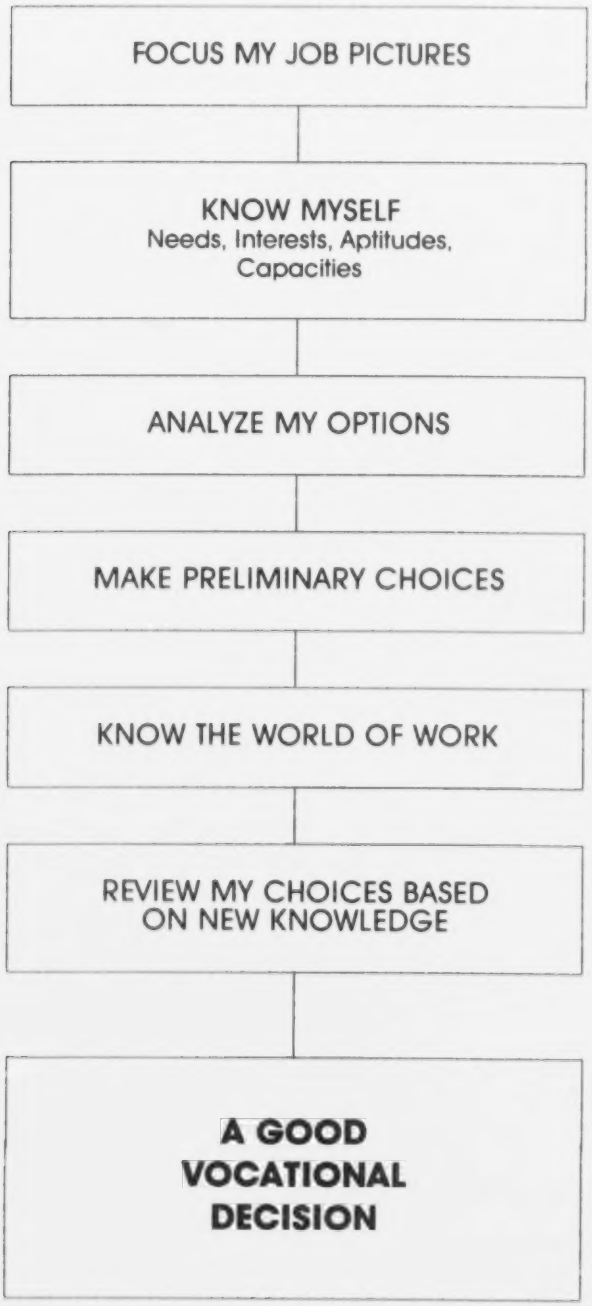
Make a commitment.

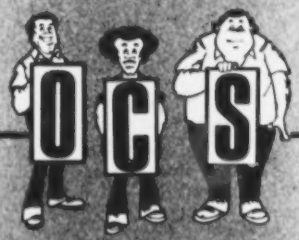
Take action.

Achieve my job goal.

LESSON 7 What Makes A Good Decision?

Objective: To understand what it takes to make a good decision.


FOCUS MY JOB PICTURES
KNOW MYSELF
Needs, Interests, Aptitudes, Capacities
ANALYZE MY OPTIONS
MAKE PRELIMINARY CHOICES
KNOW THE WORLD OF WORK
REVIEW MY CHOICES BASED ON NEW KNOWLEDGE
A GOOD VOCATIONAL DECISION



Understanding Myself

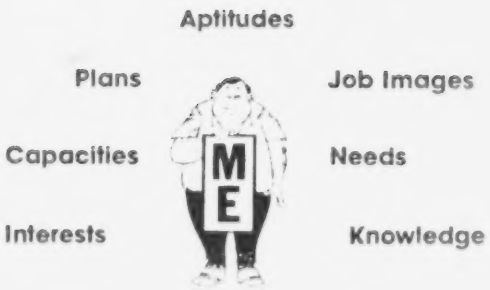
LESSON 8 Getting My Job Pictures in Focus

Objective: To sharpen my job pictures.

1. What is the picture or image in my mind of the kind of job I will have?
2. Where would I be? What would I be doing?
3. What do I **want** to be? Imagine the best job I could ever have!
4. How does that image compare to my current vocational self-image?

LESSON 9 Knowing Myself

Objective: To recognize that I am made up of many parts.



LESSON 10 Personal Needs Assessment *

Objective: To identify my needs.

Needs	Low	Medium	High
Use Abilities			
Achieve			
Be "Busy All The Time"			
Advance			
Give Orders			
Be Treated Fairly by an Employer			
Be Paid Well			
Have Friendly Co-workers			
Be Creative			
Work Independently			
Do Work Compatible With My Moral Values			
Be Recognized for My Accomplishments			
Have Decision Making Responsibilities			
Have Job Security			
Provide a Social Service			
Achieve Community Status			
Have Supervisor Who Would "Back Me Up"			
Have Something Different To Do Each Day			
Have Good Working Conditions			
Have Supervisors Who Train Me Well			

* From Lofquist, L.H., & Dawis, R.V. (1969) **Adjustment to work**. New York: Appleton-Century-Crofts

My Images Of Need Fulfilling Jobs...

1. _____

2. _____

3. _____

4. _____

LESSON 11 Discovering Capacities *

Objective: To determine my personal capacities.

PCQ Item #		3	2	1	0
	COGNITION				
1	Learning ability				
2	Reading and writing				
3	Memory				
4	Perception				
7	Speech				
8	Spoken communication				
5	**VISION**				
6	**HEARING**				
	MOTOR FUNCTIONING				
9	Use of arms				
10	Use of hands				
11	Speed				
12	Ability to get around				
	PHYSICAL CONDITION				
13	Ability to do heavy work				
14	Endurance and availability for work				
15	Absence from work				
16	Stability of condition				
	VOCATIONAL QUALIFICATIONS				
17	Work record				
18	Acceptability to employers				
19	Personal attractiveness				
20	Skills				
22	Availability of job opportunities				
23	Special job requirements				
24	Work habits				
21	**FINANCES**				
	ADAPTIVE BEHAVIOR				
25	Encouragement from family or friends				
26	Awareness of abilities and limitations				
27	Getting along with people				
28	Judgment				
29	Desire to work				
30	Initiative and problem-solving				

*From Crewe, N.M., & Athelstan, G.T. (1981). **Personal Capacities Questionnaire.** Minneapolis, MN: University of Minnesota. Distributed by Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.

List any special strength items checked:

_____

_____

_____

_____

My Job Images and Helpful Job Modifications

1. _____ _____

_____

2. _____ _____

_____

3. _____ _____

_____

LESSON 12 A Look At Interests

Objective: To review my personal interests.

	Below Average	*Average*	*Above Average*	*Rank Order*
Artistic: creative expression of feelings or ideas				
Scientific: gathering & analyzing information about the natural world, applying research findings to treat problems				
Plants & Animals: working with plants and animals, usually outdoors				
Protective: using authority to protect people & property				
Mechanical: applying mechanical principles to practical situations by use of machines or hand tools				
Industrial: repetitive, concrete, organized activities done in a factory setting				
Business Detail: organized, clearly defined activities requiring accuracy and attention to details, primarily in an office setting				
Selling: bringing others to a particular point of view by personal persuasion				
Accommodating: catering to the wishes and needs of others, usually on a one-to-one basis				
Humanitarian: helping others with their mental, spiritual, social, physical or vocational needs				
Leading/Influencing: leading and influencing others by using high-level verbal or numerical abilities				
Physical Performing: physical activities performed before an audience				

My images of jobs that fit my interests:

1. _____

_____

2. _____

_____

3. _____

_____

LESSON 13 What Are My Aptitudes?

Objective: To review my personal aptitudes

Name:

Occupational Aptitude Profile

		80	90	100	110	120
G	General Learning Ability					
V	Verbal Aptitude					
N	Numerical Aptitude					
S	Spatial Aptitude					
P	Form Perception					
Q	Clerical Perception					
K	Motor Coordination					
F	Finger Dexterity					
M	Manual Dexterity					
		80	**90**	**100**	**110**	**120**
		Below		**Average**		**Above**

Aptitude Definitions

1. **General learning ability:** Ability to "catch on" or understand instructions and underlying principles. The ability to reason and make judgments. Closely related to doing well academically.
2. **Verbal aptitude:** Ability to understand meaning of words and to use them effectively. The ability to comprehend languages, to understand relationships between words and to understand meanings of whole sentences and paragraphs.
3. **Numerical aptitude:** Ability to perform arithmetic operations quickly and accurately.
4. **Spatial aptitude:** Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.
5. **Form perception:** Ability to perceive pertinent detail in objects or in pictorial or graphic material. The ability to make visual comparisons and discriminations and to see slight differences in shapes and shadings of figures and dimensions of lines.

6. **Clerical perception:** Ability to perceive pertinent detail in verbal or tabular material. The ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. A measure of speed or perception which is required in many industrial jobs even when the job does not have verbal or numerical content.
7. **Motor coordination:** Ability to coordinate eyes & hands, and hands & fingers rapidly and accurately in making precise movements with speed. The ability to make a movement response accurately and swiftly.
8. **Finger dexterity:** Ability to move the fingers and to rapidly and accurately manipulate small objects with the fingers.
9. **Manual dexterity:** Ability to move the hands easily and skillfully. The ability to work with the hands in placing and turning motions.

Current job pictures:

1. _____
2. _____
3. _____

LESSON 14 Review

Objective: To review what I have learned about myself.

My Most Important Needs (see Lesson 10) _____

_____

_____

My Capacities and Limitations (see Lesson 11) _____

_____

_____

My Strongest Interests (see Lesson 12) _____

_____

_____

My Strongest Aptitudes (see Lesson 13) _____

_____

_____

My Job Pictures

1. _____

_____

2. _____

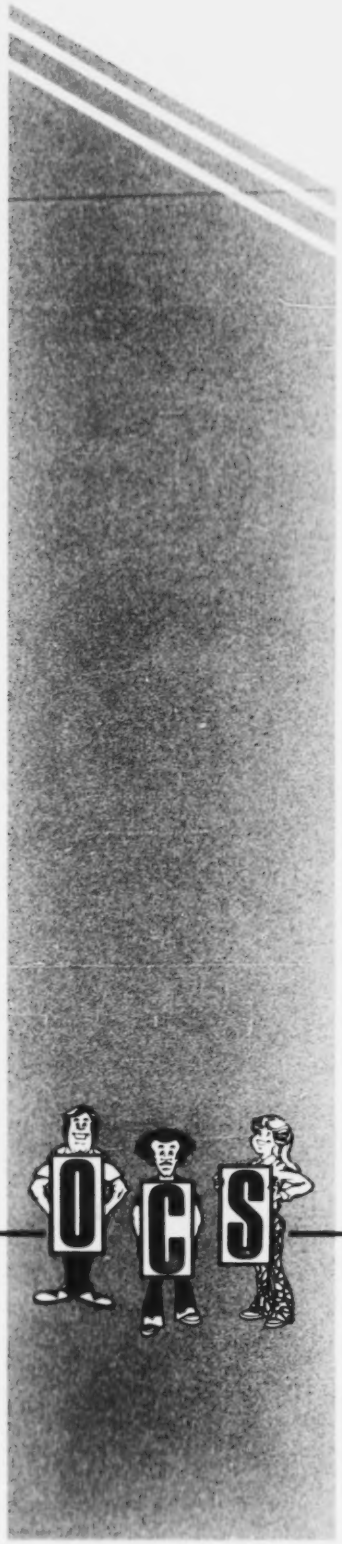
_____

3. _____

_____

4. _____

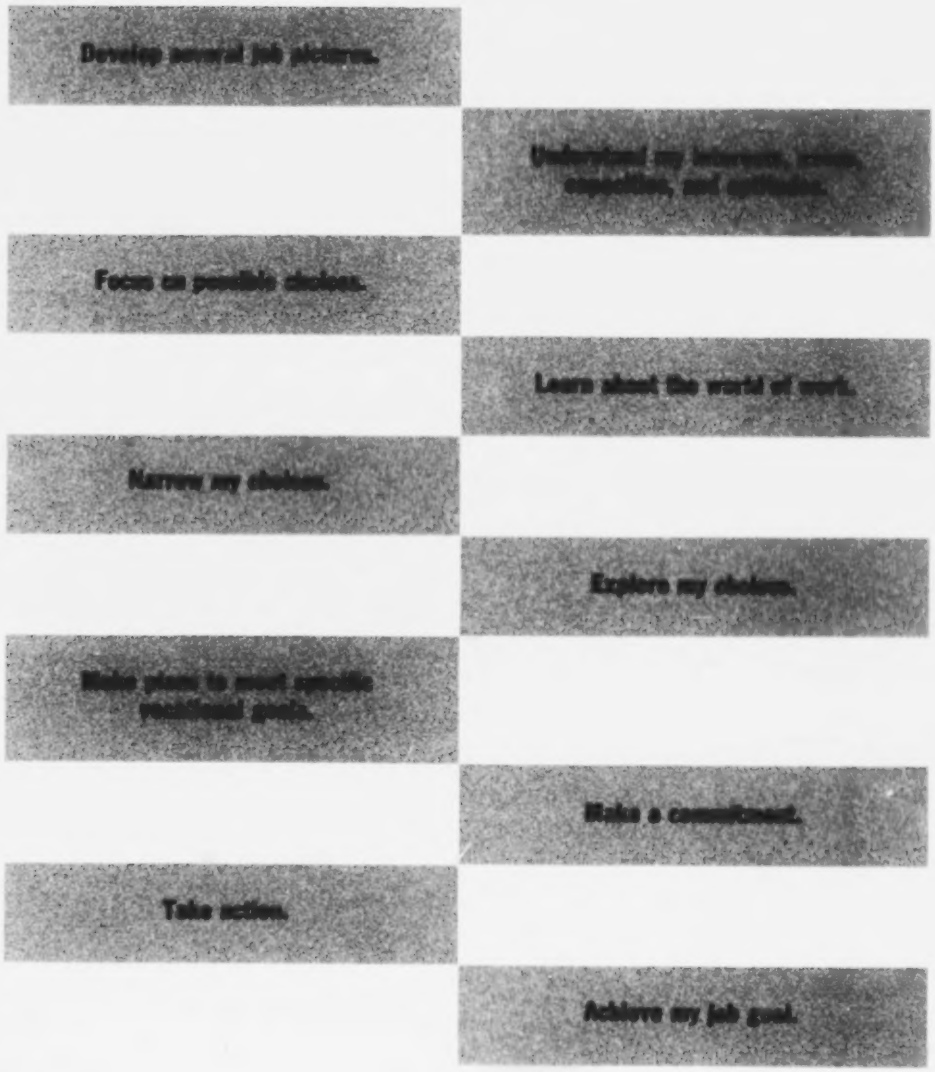
_____



Knowing the World of Work

LESSON 15 Knowing the World of Work

Objective: To understand how knowledge about work is related to the vocational decision making process.


Develop several job pictures.
Understand my interests, values, aptitudes, and abilities.
Focus on possible choices.
Learn about the world of work.
Narrow my choices.
Explore my choices.
Make plans to meet specific vocational goals.
Make a commitment.
Take action.
Achieve my job goal.

LESSON 16 Making Preliminary Vocational Choices

Objective: To make preliminary vocational choices

Occupational Exploration Worksheet

Occupation _____
GOE # _____
GOE Page # _____
DOT # _____

Occupation _____
GOE # _____
GOE Page # _____
DOT # _____

Occupation _____
GOE # _____
GOE Page # _____
DOT # _____

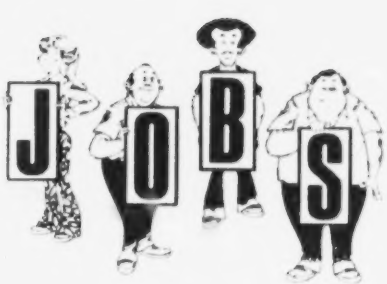
Occupation _____
GOE # _____
GOE Page # _____
DOT # _____

Interests	Aptitudes	Needs	Personal Capacities	Comments

LESSON 17 Learning About Possible Occupations

Objective: To find out if my preliminary choices are good ones.

Use the Occupational Exploration Worksheet in Lesson 16 to take notes during this activity.



LESSON 18 Describing Preliminary Occupational Choices

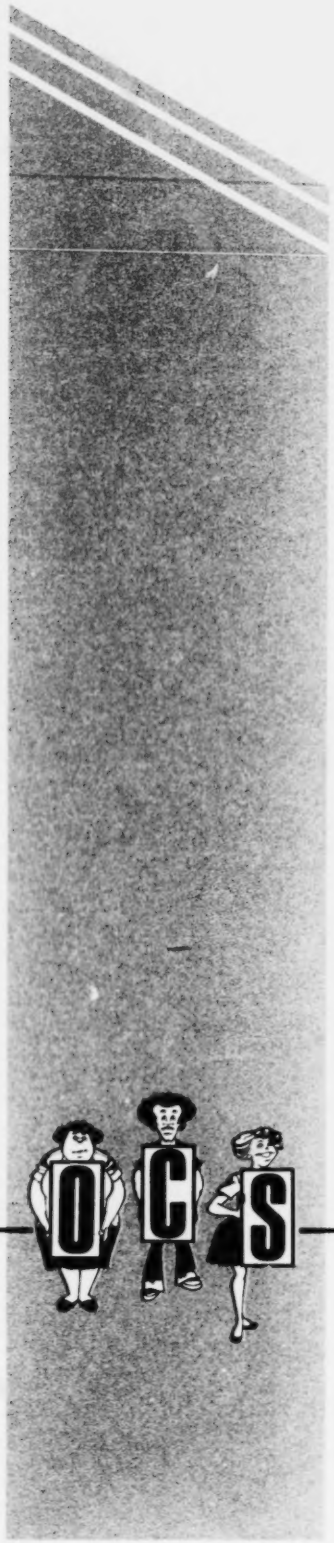
Objective: To find descriptions of the occupations I have identified.

Use the Occupational Exploration Worksheet in Lesson 16 to take notes during this activity.

LESSON 19 Examining My Occupational Outlook

Objective: To expand my knowledge about my preliminary occupational choices.

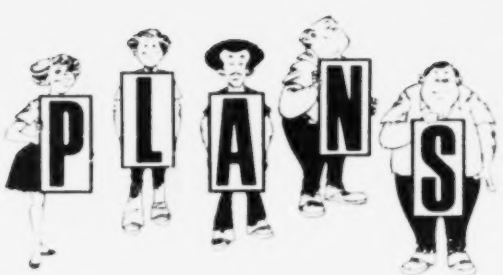
Use the Occupational Exploration Worksheet in Lesson 16 to take notes during this activity.



Making a Vocational Choice & Plan

LESSON 20 Making a Vocational Choice and Plan

Objective: To understand the importance of good vocational choice making and planning.



35

LESSON 21 Occupational Balance Sheet*

Objective: To learn what I (and others) would gain or lose if I chose a specific occupation.

	Alternative 1	Importance Rating	Alternative 2	Importance Rating	Alternative 3	Importance Rating
Gains For Self						
Losses For Self						
Gains For Others						
Losses For Others						
POSITIVES						
MINUS NEGATIVES						

* Adapted from Janis, I.L., & Mann, L. (1977). **Decision making**. New York: Free Press.

36

LESSON 22 Identifying How I Feel About My Goals

Objective: To examine my feelings and thoughts about my vocational goals.

Job Pictures	**Feelings** +/-	**Thoughts** (Know how/can do)
1		
2		
3		

Possible Steps

1. _____
2. _____
3. _____

LESSON 23 Identifying Obstacles

Objective: To anticipate obstacles I may encounter in reaching my vocational goals.

Vocational Goal	Obstacle	Possible Ways to Overcome
# 1		
# 2		
# 3		

LESSON 24 Brainstorming

Objective: To involve the group in identifying possible ways to overcome anticipated obstacles.

Rules for Brainstorming

1. Offer any suggestions you think are good ones.
2. Let others do the same—don't tell someone else you think his or her idea is lousy.
3. Think about all the ideas.
4. Help the group talk about the pros and cons of each idea.
5. Do not criticize other group members. Remember, we are here to help each other.

LESSON 25 Reevaluating

Objective: To select my preferred vocational goal.

LESSON 26 Making Plans

Objective: To plan specific action to overcome obstacles.

My job goal: _____

Plan of Action

Action Planned	***Beginning Date***	***What I Will Have Achieved***
I will _____	I'll start _____	Action is completed when _____
I will _____	I'll start _____	Action is completed when _____
I will _____	I'll start _____	Action is completed when _____
I will _____	I'll start _____	Action is completed when _____

Who will help?

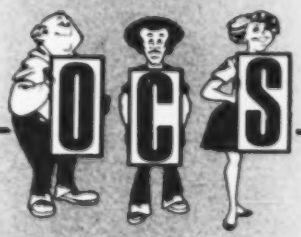
1. _____
2. _____
3. _____

How will they help?

1. _____
2. _____
3. _____

LESSON 27 Committing Myself

Objective: To review my progress during OCS and commit myself to achieving my vocational goal.



Appendix

Appendix A

Case of Melinda Bracken

Background	*Key Points*
Physical Factors	Rheumatoid arthritis, diabetes. Arthritis in hands (moderate) and feet (severe). Has problems handling small objects, standing, and walking. Diet important as a way to control diabetes.
Educational/Vocational Factors	High school graduate, "B" student. Favorite subjects—home economics, bookkeeping, and typing. Previously licensed as a cosmetologist. Brief but successful work experience.
Psychosocial Factors	Good interpersonal skills and work personality. Worried about effect of arthritis on personal appearance. Marital situation poor. Husband has a drinking problem.
Economic Factors	Has large medical bills. Having financial problems because husband often out of work. Having difficulty supporting two children.
Personal Vocational Choice Considerations	Enjoyed work as a cosmetologist, but open to other vocational possibilities.

LESSON 10 Personal Needs Assessment *

Objective: To identify my needs.

Needs	Low	Medium	High
Use Abilities			x
Achieve		x	
Be "Busy All The Time"	x		
Advance		x	
Give Orders	x		
Be Treated Fairly by an Employer		x	
Be Paid Well		x	
Have Friendly Co-workers		x	
Be Creative			x
Work Independently		x	
Do Work Compatible With My Moral Values		x	
Be Recognized for My Accomplishments		x	
Have Decision Making Responsibilities		x	
Have Job Security		x	
Provide a Social Service			x
Achieve Community Status	x		
Have Supervisor Who Would "Back Me Up"		x	
Have Something Different To Do Each Day		x	
Have Good Working Conditions			x
Have Supervisors Who Train Me Well		x	

My Images Of Need Fulfilling Jobs...

1. *Beautician*
2. *Sales Work*
3. *Bookkeeping*
4. _____

* From Lofquist, L.H., & Dawis, R.V. (1969) **Adjustment to work**. New York: Appleton-Century-Crofts.

LESSON 11 Discovering Capacities *

Objective: To determine your personal capacities.

PCQ Item #		3	2	1	0
	COGNITION				x
1	Learning ability				x
2	Reading and writing				x
3	Memory				x
4	Perception				x
7	Speech				x
8	Spoken communication				x
5	**VISION**				x
6	**HEARING**				x
	MOTOR FUNCTIONING				
9	Use of arms			x	
10	Use of hands		x		
11	Speed		x		
12	Ability to get around			x	
	PHYSICAL CONDITION				
13	Ability to do heavy work		x		
14	Endurance and availability for work			x	
15	Absence from work				x
16	Stability of condition			x	
	VOCATIONAL QUALIFICATIONS				
17	Work record		x		
18	Acceptability to employers				x
19	Personal attractiveness			x	
20	Skills			x	
22	Availability of job opportunities				x
23	Special job requirements			x	
24	Work habits				x
21	**FINANCES**				x
	ADAPTIVE BEHAVIOR				
25	Encouragement from family or friends				x
26	Awareness of abilities and limitations				x
27	Getting along with people				x
28	Judgment				x
29	Desire to work				x
30	Initiative and problem-solving				x

List here any special strength items you checked:

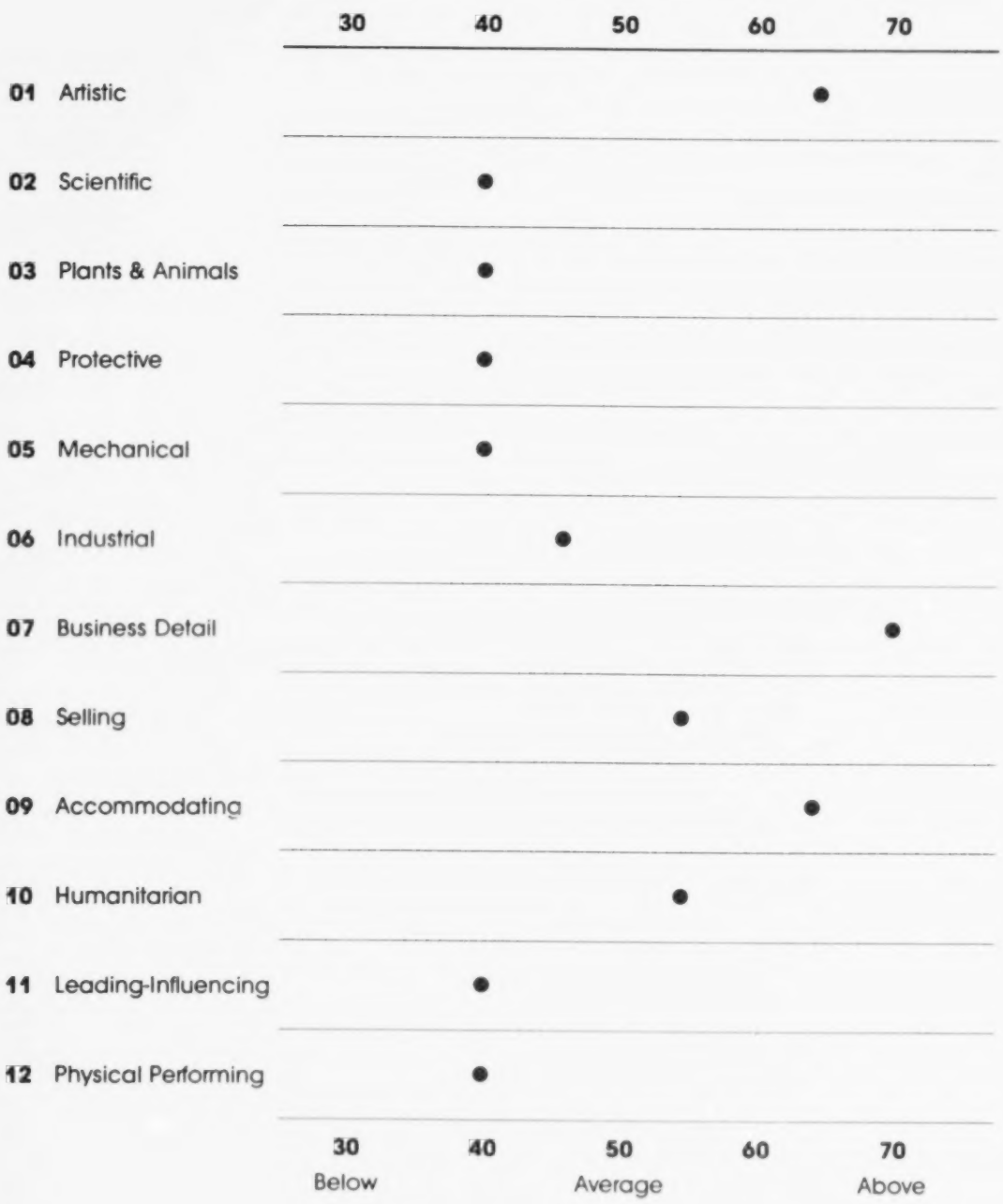
Good with people

Want and need to work

* From Crew, N.M., & Athelstan, G.T. (1981). **Personal Capacities Questionnaire.** Minneapolis, MN: University of Minnesota. Distributed by Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.

Name: Melinda Bracken

Occupational Interest Profile



Name: Melinda Bracken

Ranked Interest areas:

07 Business Detail (Score = 68). Interest in organized, clearly defined activities requiring accuracy and attention to detail.

09 Accommodating (Score = 65). Interest in catering to the wishes of others, usually on a one-to-one basis.

01 Artistic (Score = 64). Interest in creative expression of feelings or ideas.

10 Humanitarian (Score = 54). Interest in helping others with their mental, spiritual, social, physical, or vocational needs.

08 Selling (Score = 53). Interest in bringing others to a point of view through personal persuasion, using sales and promotion techniques.

06 Industrial (Score = 46). Interest in repetitive, concrete, organized activities in a factory setting.

03 Plants and Animals (Score = 39). Interest in activities involving plants and animals, usually in an outdoor setting.

05 Mechanical (Score = 39). Interest in applying mechanical principles to practical situations, using machines, hand tools, or techniques.

02 Scientific (Score = 39). Interest in discovering, collecting, and analyzing information about the natural world and in applying scientific research findings to problems in medicine, life sciences, and natural sciences.

04 Protective (Score = 39). Interest in use of authority to protect people and property.

12 Physical Performing (Score = 38). Interest in physical activities performed before an audience.

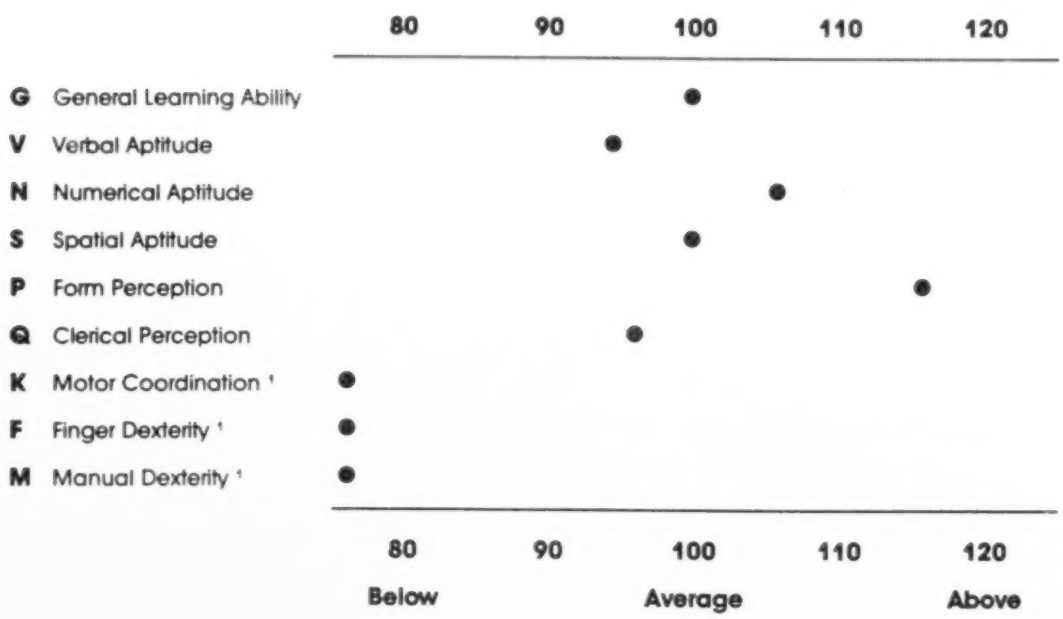
11 Leading-Influencing (Score = 38). Interest in leading others through activities involving high-level verbal or numerical abilities.

LESSON 13 What Are Your Aptitudes?

Objective: To review your personal aptitudes.

Name: Melinda Bracken

Occupational Aptitude Profile



[1] Due to the arthritic condition in her hands, Melinda scored below 80 on motor coordination, finger dexterity, and manual dexterity. These limitations on the use of her hands must be considered in any vocational planning with Melinda.

Name: Melinda Bracken

Aptitudes ordered from highest to lowest:

P ***Form Perception (Score = 118).*** Ability to perceive pertinent detail in objects or in pictorial or graphic material. The ability to make visual comparisons and discriminations and to see slight differences in shapes and shadings of figures and dimensions of lines.

N ***Numerical Aptitude (Score = 105).*** Ability to perform arithmetic operations quickly and accurately.

G ***General Learning Ability (Score = 101).*** Ability to catch on or understand instructions and underlying principles. The ability to reason and make judgments. Closely related to doing well academically.

S ***Spatial Aptitude (Score = 101).*** Ability to think visually of geometric forms and to comprehend the two-dimensional representation of three-dimensional objects. The ability to recognize the relationships resulting from the movement of objects in space.

Q ***Clerical Perception (Score = 97).*** Ability to perceive pertinent detail in verbal or tabular material. The ability to observe differences in copy, to proofread words and numbers, and to avoid perceptual errors in arithmetic computation. A measure of speed of perception which is required in many industrial jobs, even when the job does not have verbal or numerical content.

V ***Verbal Aptitude (Score = 94).*** Ability to understand meanings of words and to use them effectively. The ability to comprehend language, to understand relationships between words, and to understand relationships between words, and to understand meanings of whole sentences and paragraphs.

K ***Motor Coordination (Score = 72).*** Ability to coordinate eyes & hands, and hands & fingers rapidly and accurately in making precise movements with speed. The ability to make a movement reponse accurately and swiftly.

M ***Manual Dexterity (Score = 67).*** Ability to move the hands easily and skillfully. The ability to work with the hands in placing and turning motions.

F ***Finger Dexterity (Score = 67).*** Ability to move the fingers and manipulate small objects with the fingers, rapidly and accurately.

Name: Melinda Bracken

Occupational Aptitude Patterns

The aptitude profile of the examinee has been compared to the aptitude requirements for 66 groups of occupations that encompass all jobs in the U.S. labor market. Based on these aptitude comparisons, the suitability of the examinee for each of the 66 work groups is designated by one of two categories:

H The scores of the individual equal or exceed those of workers judged to be satisfactory in the occupations. If also qualified on the basis of factors other than aptitudes, there is a good probability that he or she will do well on the job.

M The scores of the individual are close to those of workers judged to be satisfactory in the occupations, but the chances of doing well on the job are somewhat lower than those of persons in the "H" category.

Name: Melinda Bracken

Work Groups for which the examinee has **suitable aptitudes** for success **(High level):** (Note corresponding interest area scores.)

Work Group No. 01.02

Work Group Title: Visual Arts

Representative Occupations: Painter; Sculptor; Illustrator; Designer, Fashion Artist; Still Photographer; Art Appraiser; Art Director; Audiovisual Production Specialist

Interest Score: 01 Artistic 64

See GOE page 18 for details

Work Group No. 01.05

Work Group Title: Performing Arts: Dance

Representative Occupations: Dancer, Choreographer, Dancing Instructor; Dance Studio Manager

Interest Score: 01 Artistic 64

See GOE page 26 for details

Work Group No. 03.01

Work Group Title: Managerial Work: Plants and Animals

Representative Occupations: Animal Breeder; Farmer; Landscape Gardener; Tree Surgeon; Forester Aide

Interest Score: 03 Plants and Animals 39

See GOE page 51 for details

Work Group No. 04.01

Work Group Title: Safety and Law Enforcement

Representative Occupations: Park Superintendent; Deputy Sheriff; Detective; Fire Chief; Police Chief; Fish and Game Warden; Special Agent

Interest Score: 04 Protective 39

See GOE page 66 for details

Work Group No. 04.02

Work Group Title: Security Services

Representative Occupations: Fire Inspector; Border Guard; Park Ranger; Fire Ranger; House Officer; Police Officer; Fire Fighter

Interest Score: 04 Protective 39

See GOE page 68 for details

Work Group No. 05.07

Work Group Title: Quality Control

Representative Occupations: Inspector—Carpenter, Tool, Bridge, Electrical; Automobile Tester; Gas Meter Checker

Interest Score: 05 Mechanical 39

See GOE page 104 for details

Work Group No. 05.09

Work Group Title: Material Control

Representative Occupations: Stock Clerk; Material Coordinator; Shipping and Receiving Clerk; Estimator; Recorder; Order Filler

Interest Score: 05 Mechanical 39

See GOE page 110 for details

Work Group No. 06.01

Work Group Title: Production Technology

Representative Occupations: Inspector; Taster; Watch Repairer; Machine Fixer; Machine Setter; Production Supervisor

Interest Score: 06 Industrial 46

See GOE page 138 for details

Work Group No. 07.04

Work Group Title: Oral Communications

Representative Occupations: Correspondence Clerk; Customer Service Representative; Dispatcher; Hotel Clerk; Receptionist; Telephone Operator; Reservation Agent

Interest Score: 07 Business Detail 68

See GOE page 237 for details

Work Group No. 07.05

Work Group Title: Records Processing

Representative Occupations: Reservation Clerk; Travel Guide; Personnel Clerk; Claims Clerk; Proofreader; Stenographer; Mail Clerk; Stenotype Operator

Interest Score: 07 Business Detail 68

See GOE page 241 for details

Work Group No. 08.02

Work Group Title: General Sales

Representative Occupations: Manufacturer Representative; Wholesale Sales Representative; Salesperson—Retail; Wholesale; Real Estate Sales Agent; Travel Agent; Sales Route Driver; Telephone Solicitor; Auctioneer

Interest Score: 08 Selling 53

See GOE page 258 for details

Work Group No. 09.01

Work Group Title: Hospitality Services

Representative Occupations: Host/Hostess; Recreation Leader; Waitress; Steward/Stewardess; Camp Counselor

Interest Score: 09 Accommodating 65

See GOE page 262 for details

Work Group No. 010.03

Work Group Title: Child and Adult Care

Representative Occupations: Dental Assistant; Electrocardiograph Technician; Nurse Aide; Orderly; Psychiatric Aide; Surgical Technician; Child Monitor; Ambulance Attendant

Interest Score: 10 Humanitarian 54

See GOE page 281 for details

Work Group No. 11.02

Work Group Title: Educational and Library Services

Representative Occupations: Teacher Aide; Homemaker; Bibliographer; Career-Guidance Technician; Music Librarian; Classifier

Interest Score: 11 Leading-Influencing 38

See GOE page 287 for details

Name: Melinda Bracken

Work Groups for which the examinee has **minimal aptitudes** for success **(Medium level):** (Note corresponding interest area scores.)

Work Group No. 01.01

Work Group Title: Literary Arts

Representative Occupations: Copy Writer; Playwrite; Writer-Prose, Fiction, Nonfiction; Editor-Book, Publications, Film, Biographer; Critic

Interest Score: 01 Artistic 64

See GOE page 16 for details

Work Group No. 01.03

Work Group Title: Performing Arts: Drama

Representative Occupations: Actor; Narrator; Announcer; State Director; Dramatic Coach; Producer

Interest Score: 01 Artistic 64

See GOE page 21 for details

Work Group No. 02.04

Work Group Title: Laboratory Technology

Representative Occupations: Laboratory Technician; Assayer; Embalmer; Weather Observer; Medical Technologist; Tester

Interest Score: 02 Scientific 39

See GOE page 46 for details

Work Group No. 05.02

Work Group Title: Managerial Work, Mechanical

Representative Occupations: Maintenance Supervisor; Superintendent—Construction, Production, Communication; Quality Control Coordinator; Land Surveying Manager

Interest Score: 05 Mechanical 39

See GOE page 77 for details

Work Group No. 05.03

Work Group Title: Engineering Technology

Representative Occupations: Air-Traffic-Control Specialist; Dispatcher; Drafter—Architectural, Civil, Mechanical, Commercial, Aeronautical; Surveyor—Marine, Mine, Land; Estimator; Building Inspector, Video Operator

Interest Score: 05 Mechanical 39

See GOE page 81 for details

Work Group No. 05.04

Work Group Title: Air and Water Vehicle Operation

Representative Occupations: Airplane Pilot; Flying Instructor; Test Pilot; Ship Master; Tugboat Captain

Interest Score: 05 Mechanical 39

See GOE page 85 for details

Work Group No. 07.01

Work Group Title: Administrative Detail

Representative Occupations: Interviewing; Office Manager; Teacher Aide; Secretarial Work; Insurance Clerk; Certifying; Investigating; Test Administration

Interest Score: 07 Business Detail 68

See GOE page 229 for details

Work Group No. 07.02

Work Group Title: Mathematical Detail

Representative Occupations: Bookkeeper; Auditor; Account Analyst; Timekeeper; Accounting Clerk; Calculating—Machine Operator; Statistical Clerk; Timekeeper

Interest Score: 07 Business Detail

See GOE page 232 for details

Work Group No. 07.03

Work Group Title: Financial Detail

Representative Occupations: Cashier; Cashier Checker; Ticket Agent; Collector; Teller

Interest Score: 07 Business Detail 68

See GOE page 235 for details

Work Group No. 08.01

Work Group Title: Sales Technology

Representative Occupations: Technical Sales; Intangible Sales; Representative; Pawnbroker; Pharmaceutical Detailer

Interest Score: 08 Selling 53

See GOE page 251 for details

Work Group No. 10.01

Work Group Title: Social Services

Representative Occupations: Clergy Member; Counselor; Caseworker; Psychologist; Social Worker; Parole Officer

Interest Score: 10 Humanitarian 54

See GOE page 276 for details

Work Group No. 10.02

Work Group Title: Nursing, Therapy, and Specialized Teaching Services

Representative Occupations: Nurse, Physician Assistant; Athletic Trainer; Dental Hygienist; Physical Therapist; Teacher, Handicapped Students; Kindergarten Teacher

Interest Score: 10 Humanitarian 54

See GOE page 74 for details

Work Group No. 11.02

Work Group Title: Educational and Library Services

Representative Occupations: Faculty Member—College, University; Teacher—Elementary, Secondary, Adult Education; Instructor; Home Economist; Librarian

Interest Score: 11 Leading-Influencing 38

See GOE page 287 for details

Work Group No. 11.03

Work Group Title: Social Research

Representative Occupations: Research Assistant; Employment Interviewer; Job Analyst; City Planning Aide

Interest Score: 11 Leading-Influencing 38

See GOE page 290 for details

Work Group No. 11.04

Work Group Title: Law

Representative Occupations: Appeals Referee, Legal Investigator; Paralegal Assistant; Conciliator; Abstractor

Interest Score: 11 Leading-Influencing 38

See GOE page 292 for details

Work Group No. 11.05

Work Group Title: Business Administration

Representative Occupations: Manager—Office, Sales, Personnel; Director—Program, Service, Operations, Industrial Relations; Administrative Assistant; Managing Newspaper Editor; Executive Chief; Purchasing Agent; Wholesale

Interest Score: 11 Leading-Influencing 38

See GOE page 294 for details

Work Group No. 11.07

Work Group Title: Services Administration

Representative Occupations: Administrator—Hospital, Social Welfare; Community Organization Worker; Educational Specialist; Curator; Park Naturalist; Director—Institution, Educational Program; Instructional Materials; Principal; Registrar—College University

Interest Score: 11 Leading-Influencing 38

See GOE page 301 for details

Work Group No. 11.08

Work Group Title: Communications

Representative Occupations: Columnist Commentator; News Editor; Reporter; Writer; Director; Intepreter; Translator

Interest Score: 11 Leading-Influencing 38

See GOE page 304 for details

Work Group No. 11.09

Work Group Title: Promotion

Representative Occupations: Advertising Manager; Promotion Manager; Fund Raiser; Lobbyist; Public-Relations Representative

Interest Score: 11 Leading-Influencing 38

See GOE page 306 for details

Work Group No. 11.12

Work Group Title: Business Management

Representative Occupations: Manager—Hotel, Recreation, Traffic, Parts, Warehouse, Service Department; Director—Funeral, Camp, Food Services; Purser

Interest Score: 11 Leading-Influencing 38

See GOE page 310 for details

Work Group No. 11.12

Work Group Title: Contracts and Claims

Representative Occupations: General Claims Agent; Claim Adjuster; Appraiser; Real Estate Agent; Booking Manager; Contract Specialist; Construction Contractor

Interest Score: 11 Leading-Influencing 38

See GOE page 314 for details

LESSON 16 Make Preliminary Vocational Choices

Objective: To make preliminary vocational choices

Occupational Exploration Worksheet

Occupation *Beautician*
GOE # _____
GOE Page # _____
DOT # _____

Occupation *Receptionist (in beauty salon)*
GOE # *07.04.01*
GOE Page # *237*
DOT # *237.367-038*

Occupation *New Accounts Clerk (in bank)*
GOE # *07.04.01*
GOE Page # *237*
DOT # *205.362-026*

Occupation _____
GOE # _____
GOE Page # _____
DOT # _____

Interests	Aptitudes	Needs	Personal Capacities	Comments
		Chance to be creative and use my abilities.	*Limited manual dexterity; can't stand for too long.*	*Just not a good choice for me any more; can't make the money I need.*
Above average on business detail and accommodating.	*Have high levels of necessary aptitudes.*	*Friendly co-workers; pretty good working conditions.*	*May need some accommodation for telephone.*	*Would need financial aid during training period. Work available in community. Transportation okay.*
Above average on business detail and accommodating.	*Have high levels of necessary aptitudes.*	*Good working conditions; use my abilities; good job security.*	*May need to arrange some sharing of clerical duties with another bank employee.*	*Might not need any training. Could get OJT. Work available in community. Transportation okay. Good fringe benefits.*

LESSON 21 Occupational Balance Sheet*

Objective: To learn what I (and others) would gain or lose if I chose a specific occupation.

	Alternative 1 *Beautician*	Importance Rating	Alternative 2 *New Accounts Clerk in Bank*	Importance Rating	Alternative 3 *Receptionist/ Reservation Clerk in Beauty Salon*	Importance Rating
Gains For Self	*Not dependent on husband* *Get to work sooner* *Proud that I have a job*	4 3 5	*Not dependent on husband* *Not too physicaly demanding* *Proud that I have a job*	4 4 5	*Better for health* *Not dependent on husband* *Proud that I have a job*	4 4 5
Losses For Self	*Arthritis might get worse* *Child care costs* *Earn less because slow worker*	-5 -2 -5	*Child care costs* *Not as interesting as cosmetology*	-2 -4	*Child care costs* *Not as interesting as cosmetology*	-2 -3
Gains For Others	*Regular money for family*	4	*Regular money for family* *Kids proud that I work in a bank*	5 4	*Regular money for family*	5
Losses For Others	*Be away from kids all day*	-3	*Be away from kids all day*	-3	*Be away from kids all day*	-3
POSITIVES		16		22		18
MINUS NEGATIVES		-15		-9		-8
		1		13		10

* Adapted from Janis, I.L., & Mann, L. (1977). **Decision making**. New York: Free Press.

LESSON 22 Identifying How We Feel About Our Goals

Objective: To examine our feelings and thoughts about our vocational goals.

Job Pictures	**Feelings** +/-	**Thoughts** (Know how/can do)
1 *Beautician*	–	*I really like this kind of work, but I just can't do it anymore because of my hands and feet.*
2 *New Accounts Clerk*	+	*I'd like to work with the public to help people handle their money; and I think I'd be good at the job. I could handle the record keeping.*
3 *Receptionist/ Reservation Clerk*	+	*This job would let me work in a beauty salon—I would like that. I'm good with people.*

Possible Steps

1. *Take some refresher business courses.*
2. *Identify job leads.*
3. *Get some on-the-job training.*

LESSON 23 Identifying Obstacles

Objective: To anticipate obstacles you may encounter in reaching your vocational goals.

Vocational Goal	Obstacle	Possible Ways to Overcome
# 1 *New Accounts Clerk*	*Physical Stamina*	*Watch diet & rest; keep up therapy*
	Marriage	*Try to work it out*
	Child Care	*Work out with sisters temporarily*
# 2 *Receptionist/ Reservation Clerk*	*Physical Stamina*	*Watch diet & rest; keep up therapy*
	Marriage	*Try to work it out*
	Child Care	*Work out with sisters temporarily*
	Training	*Would need vocational training*
# 3		

LESSON 26 Making Plans

Objective: To plan specific action to overcome obstacles.

My job goal: *New Accounts Clerk*

Plan of Action

Action Planned	Beginning Date	What I Will Have Achieved
I will *increase my physical endurance*	I'll start *today, December 17*	Action is completed when *I can work an 8-hour day*
I will *settle my marital situation*	I'll start *today, December 17*	Action is completed when *we've decided either to stay married or get divorced*
I will *take some refresher business courses*	I'll start *in January in the Spring semester*	Action is completed when *I've received a certificate and passing grade*
I will *find child care*	I'll start *December 22*	Action is completed when *I find child care for at least 6 months*

Who will help?	How will they help?
1. *Sisters*	1. *Take care of kids anytime, give me rides if I need them.*
2. *Voc Rehab Counselor*	2. *Provide job leads.*
3. *Pastor*	3. *Counsel my husband and me.*

ADDITIONAL COPIES

Occupational Choice Strategy

A Small Group Vocational Counseling Program

48-1476	OCS Trainer's Guide	$10.00
48-1477	OCS Participant's Workbook	7.50
48-1479	OCS Tape/Slide Show	30.00
43-1379	OR Floppy Disk (5½")	10.00

Publications Department

Post Office Box 1358
Hot Springs, Arkansas 71902